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ABSTRACT

A study was conducted to provide descriptive data on 1982 graduates of Howard Community College (HCC) 6 months after graduation. A questionnaire requesting information on students' demographic characteristics, employment and transfer status, and satisfaction with HCC classroom instruction and preparation for transfer/employment was mailed to 253 students who graduated from HCC in 1982. In addition, employers were asked to rate graduates' preparation and performance in comparison with other employees. Study findings, based on responses from 169 (67%) graduates, included the following: (1) 218 associate degrees and 35 certificates were awarded in 1982, with the majority (68%) in occupational programs; (2) 77% of the respondents were female and 15% were minority group members; (3) over 87% of the respondents reported they had achieved their goals, 95% were satisfied with the instruction in their programs, and almost 99% were satisfied with the quality of HCC; (4) as in previous years, the two major reasons for attending HCC were to prepare for a new career (30% of the respondents) and to prepare for transfer (28%); (5) 66% of the respondents whose goal was career entry were employed, and 87% of the employed graduates were working in a field related to their HCC major; (6) 33% of the employed graduates were working in the nursing field; and (7) 86% of the transfer-oriented students transferred to a four-year institution. The questionnaires are appended. (AYC)

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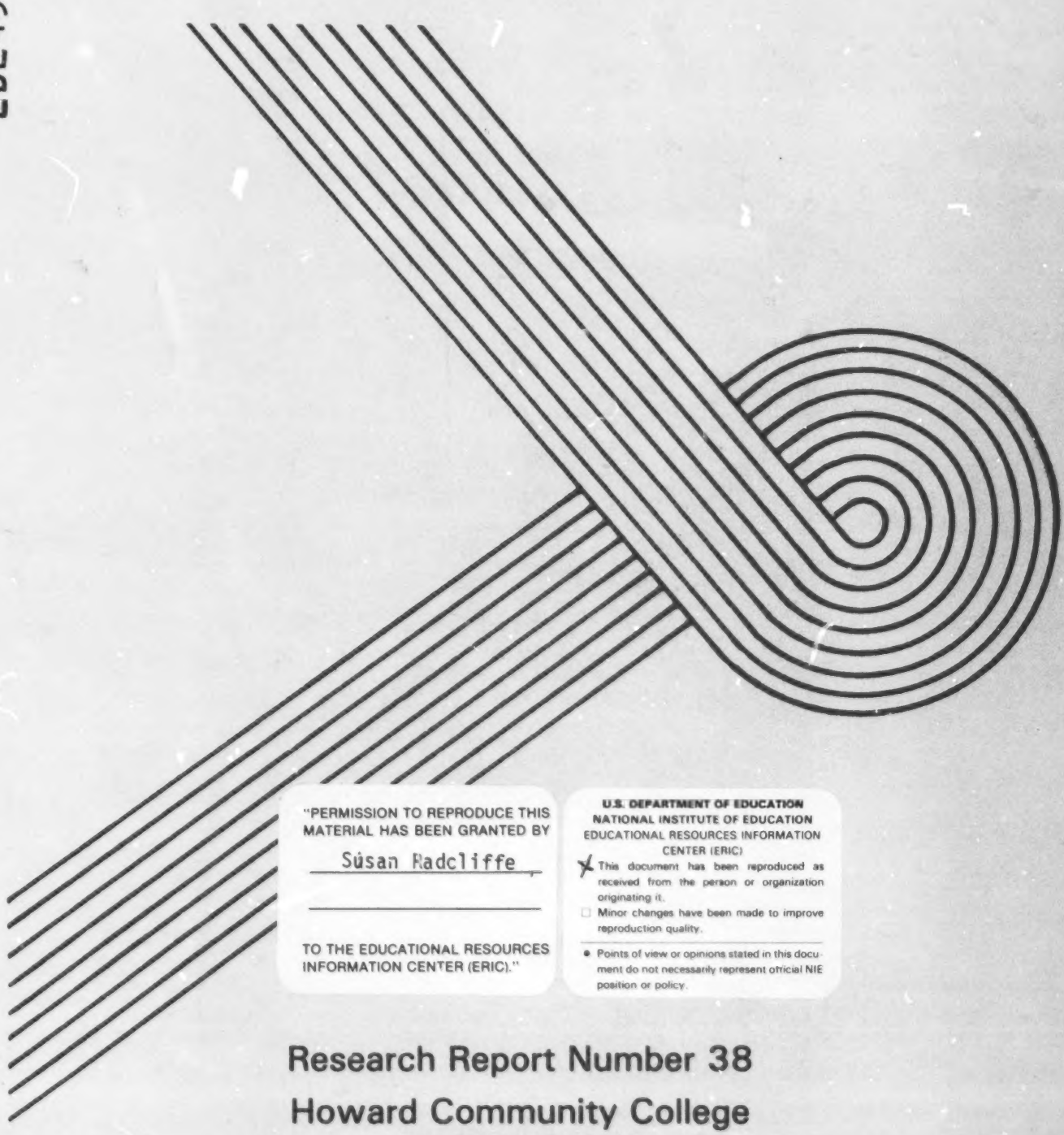
FOLLOW-UP OF 1982 GRADUATES



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JC 840 383

Research Report Number 38
Howard Community College
May 1984

FOLLOW-UP OF 1982 GRADUATES

By

Susan K. Radcliffe

and

Cheryl L. Baxter

Research Report Number 38
May 1984

Office of Institutional Research
Howard Community College
Columbia, Maryland

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ALL 1982 GRADUATES/SURVEY RESPONDENTS

SUMMARY OF FINDINGS
Research Report #38

TITLE: Follow-Up of 1982 Graduates

AUTHOR: Susan K. Radcliffe and Cheryl L. Baxter, Office of Institutional Research

PURPOSE: To provide descriptive data on 1982 graduates of Howard Community College including demographic characteristics as well as employment and transfer status six months after graduation. Information on graduates' satisfaction with HCC classroom instruction and HCC preparation for transfer and/or employment is also provided.

METHODOLOGY: A survey instrument was developed jointly by members of the Maryland Community College Research Group (MCCRG) and the Maryland State Board for Community Colleges (SBCC). The follow-up study also was a joint effort among the community colleges and the state board. One hundred sixty-nine of the 253 graduates responded to the survey, giving a response rate of 67 percent.

FINDINGS: Two hundred fifty-three awards were presented, an increase of 9.5 percent over 1981 graduates. There were 35 certificates and 218 AA degrees. As in the recent past, the majority of the awards were in occupational programs (172 awards or 68 percent). Twenty-three percent of the sample were male and 77 percent were female. Fifteen percent were minority group members.

As in the past HCC graduates of both occupational and transfer programs reported a high level of satisfaction with the college. Over eighty-seven percent of the sample reported that they had achieved their goals. Over 95 percent were satisfied with the instruction in their programs and close to 99 percent reported satisfaction with the quality of the college. Over 95 percent of the employed graduates reported satisfaction with their preparation for employment.

Graduates in the responding sample reported primary reasons for attending HCC that were similar to past years. The two major reasons for attending were "To prepare for a new career" (30 percent of respondents) and "To prepare for transfer" (28 percent). Twenty percent of the respondents intended to explore new career areas; 10 percent gave updating skills as the primary reason; 9 percent reported interest and enrichment as a goal.

Forty-one (66 percent) of the 62 respondents whose goal was career entry were employed. A total 71 percent of the sample of 120 were employed overall, 41 part-time and 79 full-time. Of those employed full-time, 87 percent reported their HCC program somewhat or directly related to their job.

For the first time in the 1982 Graduate Follow-Up, employed graduates (full-time) were classified by occupation (SOC-Standard Occupational Class). The largest category of employed HCC graduates in the sample was nursing (32.9 percent); the second largest category was clerical work (24.3 percent). Thirteen percent of the graduates were in management occupations, 8.6 percent were employed as health technicians and 5.7 percent as engineering technicians. Between one and three graduates (1.4 to 4.2 percent) fell into each of the other eight occupational categories: computer-math (3 graduates); writer-artist (1); science technician (1); other technicians (2); sales (1); construction (1); mechanics-repairers (1); and other (1).

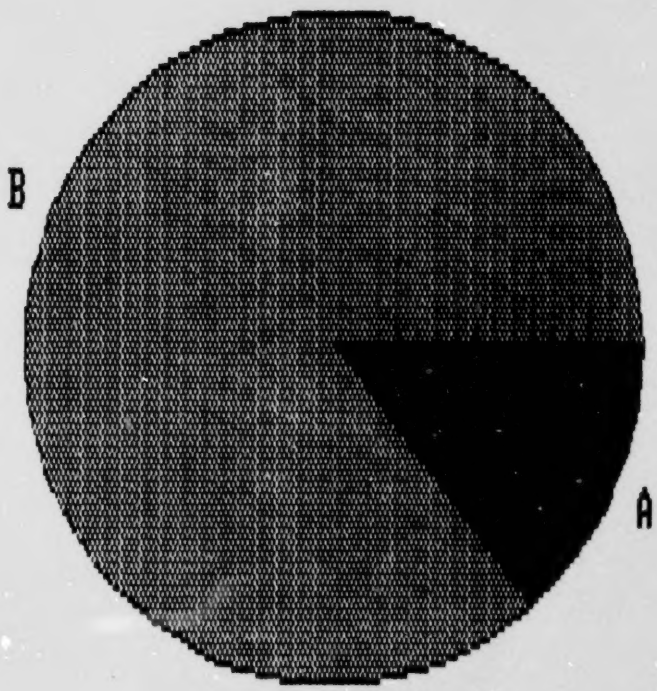
Of the 44 respondents whose goal was to transfer to a four-year institution, 38 transferred (86 percent). However, a total of 68 students (40 percent of the sample) actually transferred, regardless of goal.

Reasons for selecting HCC as an institution have changed somewhat from past graduate follow-up studies. Location continued to be the most important reason for selecting HCC (52.6 percent of sample). However, the second most important reason has shifted to "HCC has the program I want" which was indicated as the most important reason by 30.5 percent of the sample. Low cost was cited by 10.4 percent of the respondents.

CHART I

TOTAL AA DEGREES AND CERTIFICATES - 1982

ALL GRADUATES



A CERTIFICATES	35	13.9%
B AA DEGREES	218	86.1%
TOTAL AWARDS	253	100.0%

1982 GRADUATE FOLLOW-UP
HOWARD COMMUNITY COLLEGE

TABLE I

HCC GRADUATES BY HIGHEST DEGREE RECEIVED

DEGREE RECEIVED	Howard		Statewide	Peer Analysis*
	N	%	%	%
Associate	218	86.1	86.2	75.8
Certificate	35	13.9	10.9	14.3
Unknown	-		2.9	9.9
TOTAL	253	100.0	100.0	100.0

*This column contains data on Maryland Community Colleges of a similar size to Howard Community College. This includes: Allegany, Charles County, Dundalk, Frederick, Hagerstown, Harford and Howard Community Colleges.

TABLE II

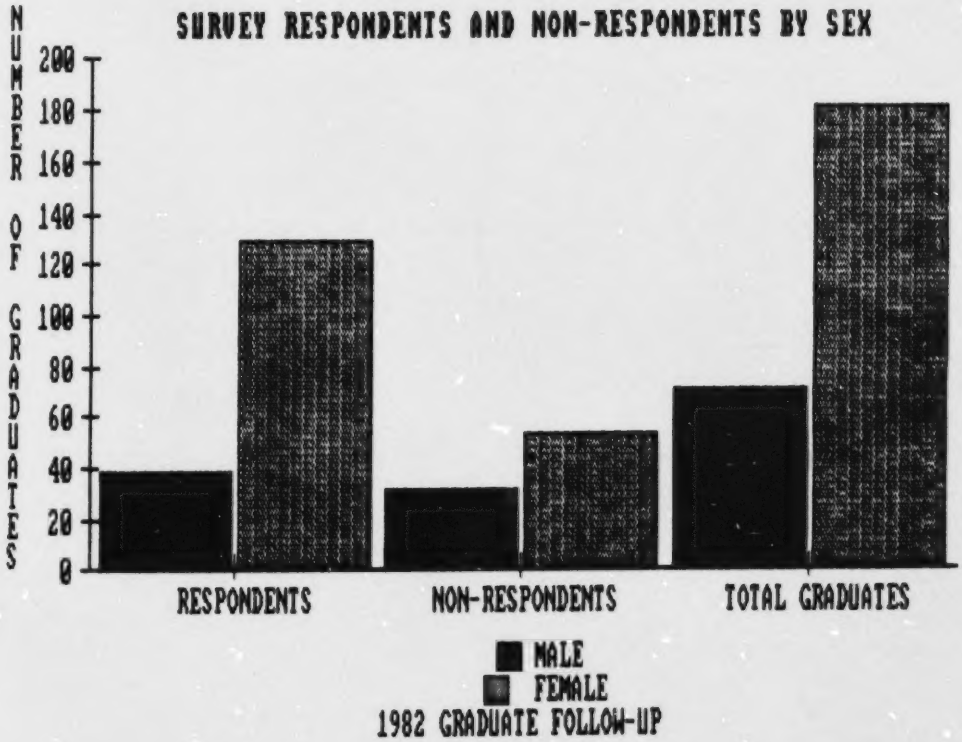
GRADUATES BY HEGIS* PROGRAM CATEGORY AND SEX

HOWARD	Male		Female		Total
	N	%	N	%	N
Transfer					
Arts & Sciences	8	53.3	7	46.7	15
Teacher Education	3	21.4	11	78.6	14
Business Admin.	8	53.3	7	46.7	15
Engineering	2	66.7	1	33.3	3
SUBTOTAL TRANSFER	21	44.7	26	55.3	47
Occupational					
Accounting	5	26.3	14	73.7	19
Business Management	6	42.9	8	57.1	14
Housing Management	1	100.0	0	0.0	1
Retail Management	1	100.0	0	0.0	1
Secretarial Sci.	0	0.0	23	100.0	23
Data Processing	6	31.6	13	68.4	19
Nursing	5	8.3	55	91.7	60
Carpentry	11	84.6	2	15.4	13
BMET	3	50.0	3	50.0	6
Vision Care	3	30.0	7	70.0	10
Plant Science	1	100.0	0	0.0	1
Electronic Tech.	4	80.0	1	20.0	5
SUBTOTAL OCCUPATIONAL	46	26.7	126	73.3	172
General Studies	4	11.8	30	88.2	34
TOTAL (N=253)	71	28.1	182	71.9	253

*HEGIS - Higher Education General Information Survey

CHART II

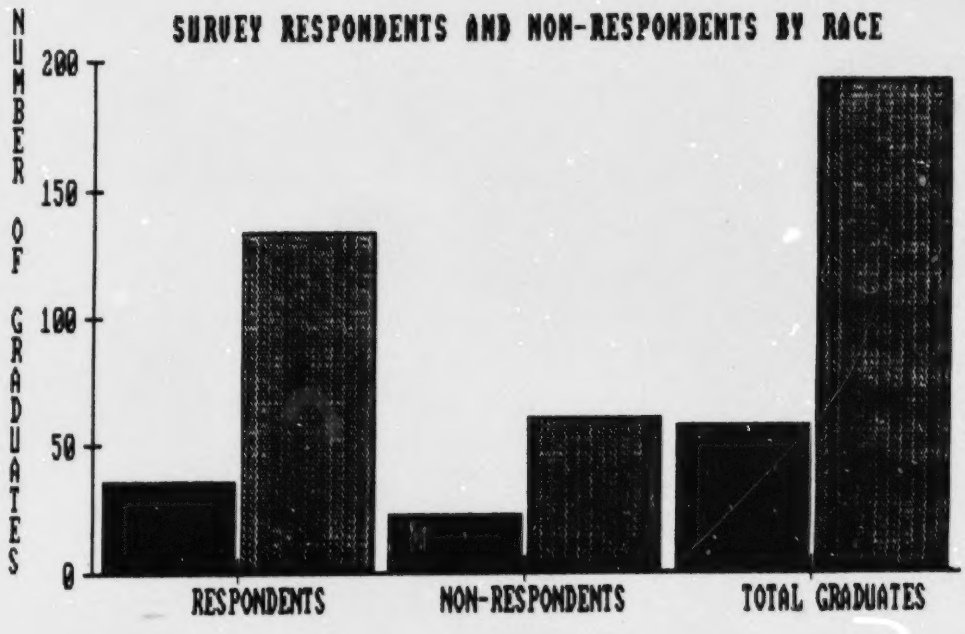
SURVEY RESPONDENTS AND NON-RESPONDENTS BY SEX



1982 GRADUATE FOLLOW-UP

CHART III

SURVEY RESPONDENTS AND NON-RESPONDENTS BY RACE



1982 GRADUATE FOLLOW-UP

TABLE III

GRADUATES AND RESPONDENTS BY SEX

SEX	Respondents		Total Graduates	
	N	%	N	%
Male	39	23.2	71	28.0
Female	129	76.8	182	72.0
Blank	1	-	-	-
TOTAL	169	100.0	253	100.0

TABLE IV

GRADUATES AND RESPONDENTS BY RACE

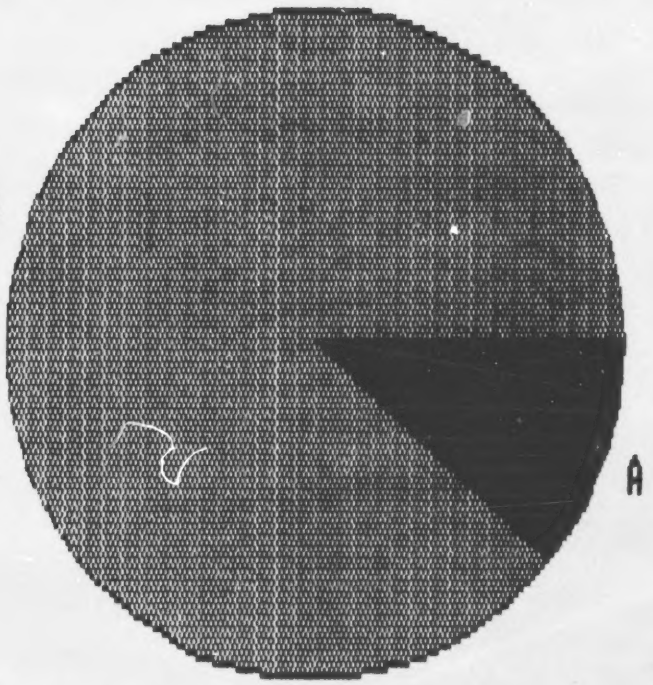
RACE	HCC Respondents		HCC Total Graduates	
	N	%	N	%
Black	9	5.8	15	6.0
American Indian	0	0.0	0	0.0
Asian	11	7.1	11	4.3
Hispanic	3	1.8	7	2.8
White	133	85.3	194	76.7
Other/Unknown	0	0.0	26	10.2
Blank	13	-	0	0.0
TOTAL	169	100.0	253	100.0

NOTE: Missing cases not included in percentages in this report.

CHART IV

TOTAL AA DEGREES AND CERTIFICATES - 1982

SURVEY RESPONDENTS



A CERTIFICATES	19	11.2%
B AA DEGREES	150	88.8%
TOTAL AWARDS	169	100.0%

1982 GRADUATE FOLLOW-UP
HOWARD COMMUNITY COLLEGE

TABLE V

RESPONDING GRADUATES BY AGE

AGE	Howard		Statewide	Peer Analysis
	N	%	%	%
Less than 15	0	0.0	0.3	0.1
15-19	2	1.1	1.1	2.1
20-29	83	49.4	65.5	64.8
30-39	49	29.2	21.3	21.8
40-49	28	16.7	8.4	8.4
50-59	4	2.4	2.8	2.1
60-78	2	1.2	0.6	0.7
Missing*	1	-	-	-
TOTAL	169	100.0	100.0	100.0
MEAN AGE	31.1		28.1	27.6

TABLE VI

RESPONDING GRADUATES BY SEX

SEX	Howard		Statewide	Peer Analysis
	N	%	%	%
Male	39	23.2	36.6	33.0
Female	129	76.8	63.4	67.0
Missing*	1	-	-	-
TOTAL	169	100.0	100.0	100.0

*Missing cases not included in percentages in this report.

TABLE VII

RESPONDING GRADUATES BY RACE

RACE	Howard		Statewide	Peer Analysis
	N	%	%	%
Black	9	5.8	12.1	3.2
American Indian	0	0.0	0.3	0.6
Asian	11	7.1	1.8	1.5
Hispanic	3	1.9	0.8	0.5
White	133	85.2	83.9	93.8
Foreign	0	0.0	0.6	0.2
Other/Unknown	0	0.0	0.5	0.2
Missing	13	-	-	0.0
TOTAL	169	100.0	100.0	100.0

TABLE VIII

RESPONDING GRADUATES BY HIGHEST DEGREE RECEIVED

DEGREE RECEIVED	Howard		Statewide	Peer Analysis
	N	%	%	%
Associates	150	88.8	86.2	75.8
Certificate	19	11.2	10.9	14.3
Unknown	0	-	2.9	9.9
Missing	-	-	-	-
TOTAL	169	100.0	100.0	100.0

TABLE IX

RESPONDING GRADUATES BY CREDITS EARNED

CREDITS EARNED	Howard		Statewide	Peer Analysis
	N	%	%	%
Zero	1	0.6	0.7	0.1
1-3	0	0.0	0.1	0.0
4-6	0	0.0	0.0	0.0
7-11	0	0.0	0.0	0.1
12-15	2	1.2	0.4	0.8
16-30	13	7.7	4.1	7.2
31-45	46	27.2	9.0	11.4
46-60	47	27.8	15.0	14.1
61-75	51	30.2	56.0	52.7
76-90	7	4.1	11.2	9.9
91-124	2	1.2	3.5	3.7
TOTAL	169	100.0	100.0	100.0
MEAN CREDIT EARNED	52.15		62.59	60.85

TABLE X

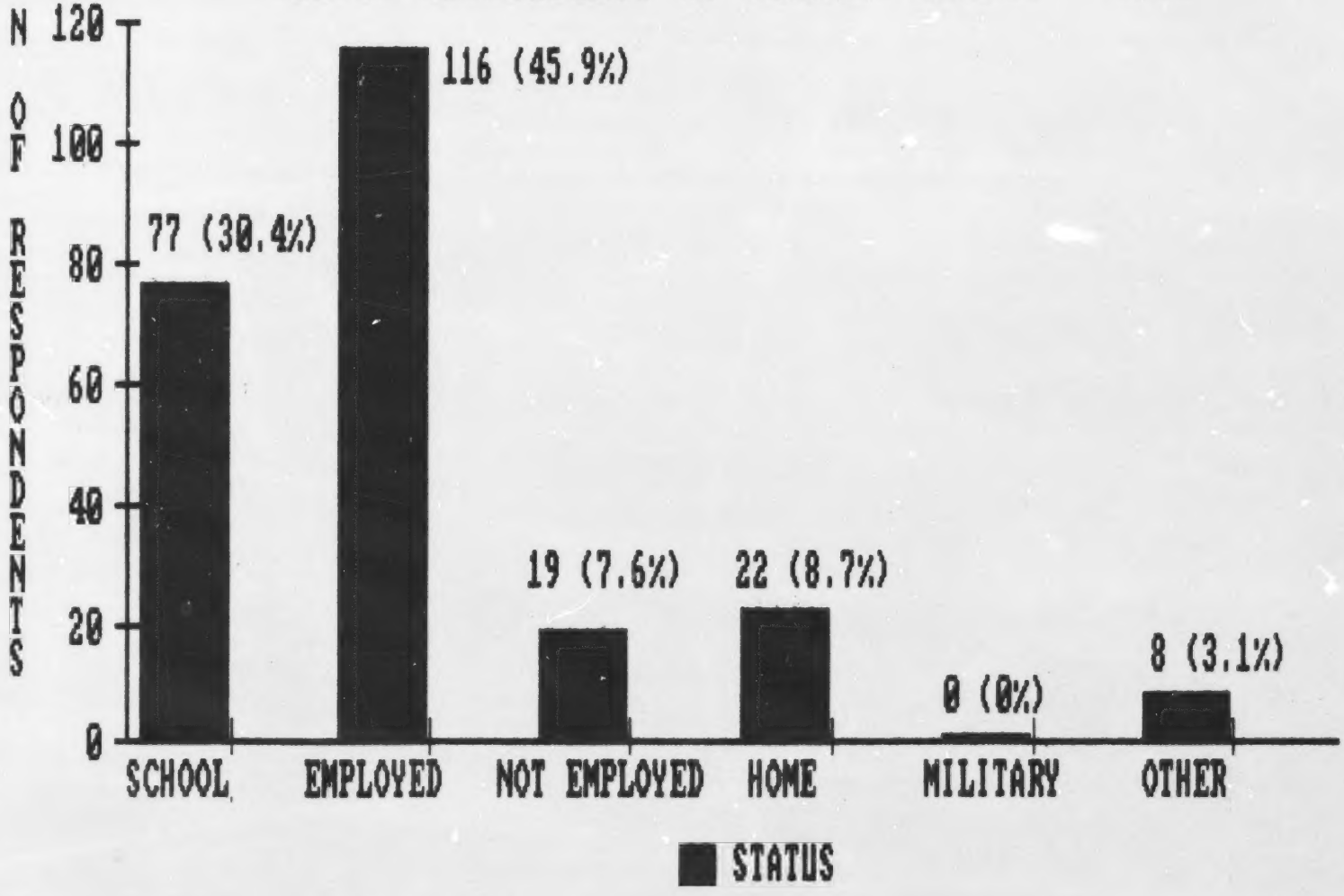
RESPONDING GRADUATES BY GRADE POINT AVERAGE
(At Community College)

GRADE POINT AVERAGE	Howard		Statewide	Peer Analysis
	N	%	%	%
0.00-1.99	1	0.6	0.8	0.5
2.00-2.49	4	2.4	15.8	11.8
2.50-2.99	38	22.5	27.3	25.2
3.00-3.49	60	35.5	30.8	33.5
3.50 and above	66	39.1	25.3	29.0
TOTAL	169	100.0	100.0	100.0
MEAN GPA	3.30		3.06	31.5

CHART V

Item A*

SURVEY RESPONDENTS BY CURRENT STATUS - 1982



1982 GRADUATE FOLLOW-UP

* Responses to Item A do not total 100 percent since graduates may have checked more than one response. Percent = % of respondents to total HCC graduates in program.

TABLE XI

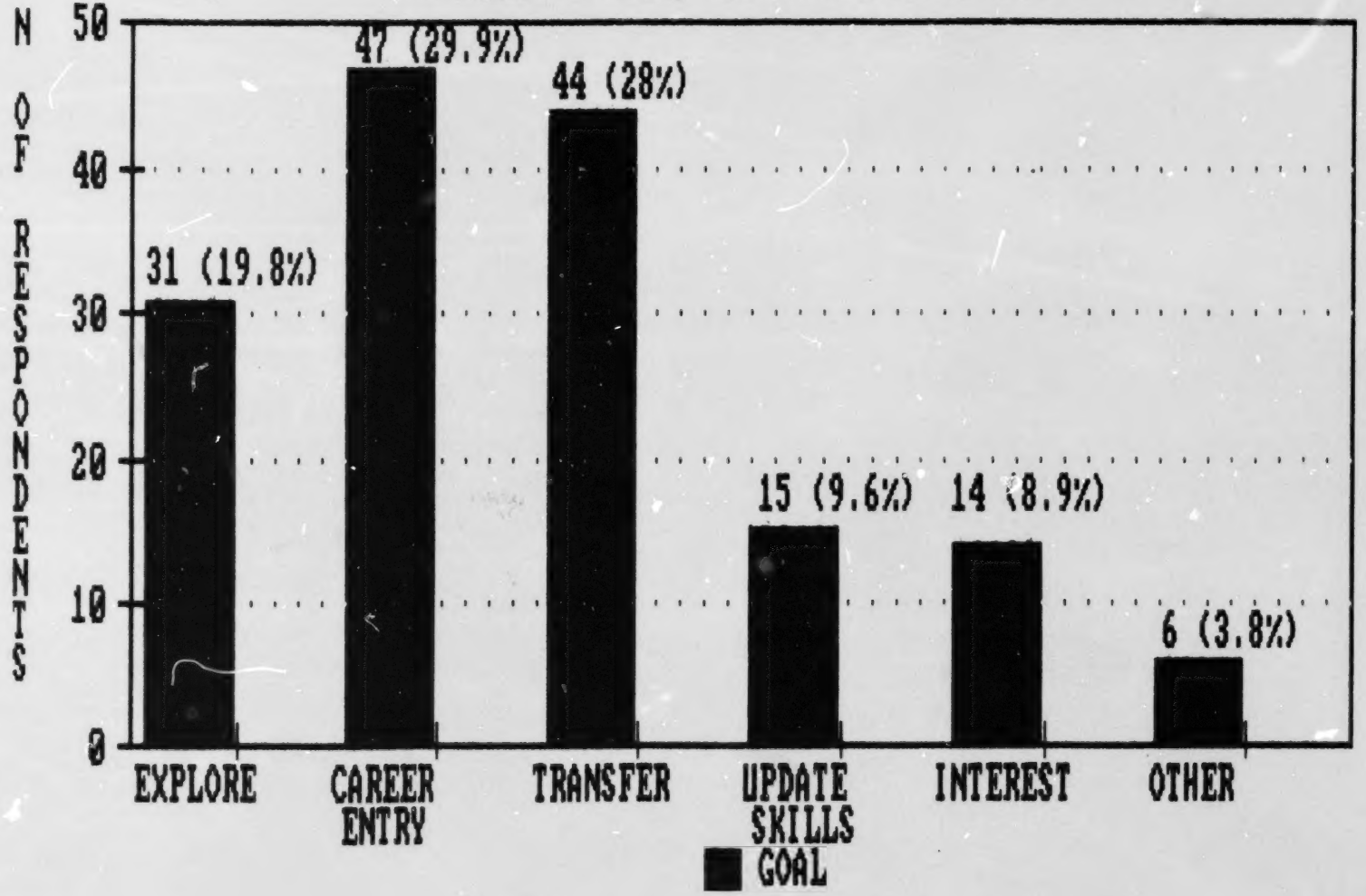
SURVEY RESPONDENTS BY CURRENT STATUS*
(Questionnaire Item A)

PROGRAM	Survey Respondents: School		Employed		Not Employed		Full-Time Home Responsibility		Military Service		Other		Total HCC Graduates In Program
	N	%	N	%	N	%	N	%	N	%	N	%	
Transfer													
Arts & Sciences	9	60.0	6	40.0	1	6.7	0	0.0	0	0.0	0	0.0	15
Teacher Education	7	50.0	3	21.4	0	0.0	2	14.2	0	0.0	0	0.0	14
Business Admin.	10	66.7	8	53.3	1	6.7	0	0.0	0	0.0	0	0.0	15
Engineering	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3
SUBTOTAL TRANSFER	28	59.6	17	36.1	2	4.2	2	4.2	0	0.0	0	0.0	47
Occupational													
Accounting	9	47.3	9	47.3	1	5.2	3	15.8	0	0.0	1	5.2	19
Business Mgmt.	5	35.8	11	78.6	1	7.1	1	7.1	0	0.0	0	0.0	14
Housing Mgmt.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1
Retailing	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1
Secretarial Sci.	6	26.0	12	52.1	0	0.0	0	0.0	0	0.0	2	8.7	23
Data Processing	5	26.3	8	42.1	5	26.3	1	5.2	0	0.0	1	5.2	19
Nursing	1	1.7	35	58.3	2	3.3	6	10.0	0	0.0	2	3.3	60
Carpentry	1	7.7	3	23.0	1	7.7	1	7.7	0	0.0	1	7.7	13
BMET	1	16.7	5	83.3	0	0.0	0	0.0	0	0.0	0	0.0	6
Vision Care	1	10.0	4	40.0	0	0.0	0	0.0	0	0.0	0	0.0	10
Plant Science	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1
Electronics	2	40.0	3	60.0	0	0.0	0	0.0	0	0.0	0	0.0	5
SUBTOTAL OCCUPATIONAL	32	18.7	91	53.0	10	5.9	12	7.0	0	0.0	7	4.0	172
General Studies	17	50.0	8	23.6	7	20.6	8	23.6	0	0.0	1	3.0	34
TOTAL	77	30.4	116	45.9	19	7.6	22	8.7	0	0.0	8	3.1	253

*Responses to Item A do not total 100 percent since graduates may have checked more than one response.
% = Percent of respondents to total 1982 Howard Community College graduates in program.

CHART VI

PRIMARY GOAL IN ATTENDING HCC - ITEM B



1982 GRADUATE FOLLOW-UP

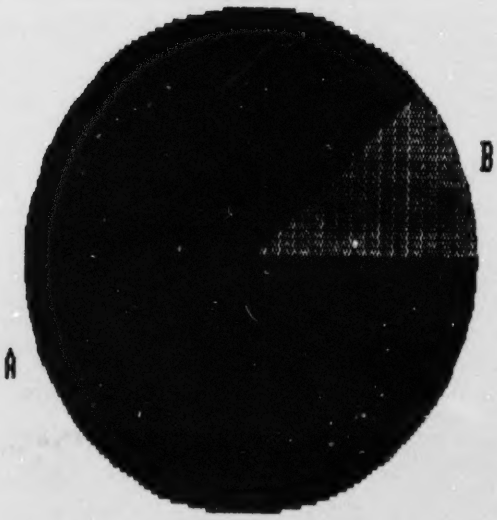
TABLE XII

PRIMARY GOAL FOR ATTENDING HCC
(Questionnaire Item B)

PROGRAM	Explore New Career or Academic Areas		Preparation for Entry Into Career		Transfer to 4-Year Institution		Update Skills For Current Job		Interest and Self-Enrichment		Other		Total Who Answered Questions
	N	%	N	%	N	%	N	%	N	%	N	%	
Transfer	5	16.1	0	0.0	23	74.1	0	0.0	1	3.3	2	6.5	31
Occupational	26	24.8	46	43.9	9	8.6	14	13.3	7	6.6	3	2.8	105
General Studies	0	0.0	1	4.8	12	57.1	1	4.8	6	28.5	1	4.8	21
TOTAL	31	19.8	47	29.9	44	28.0	15	9.6	14	8.9	6	3.8	157

CHART VII

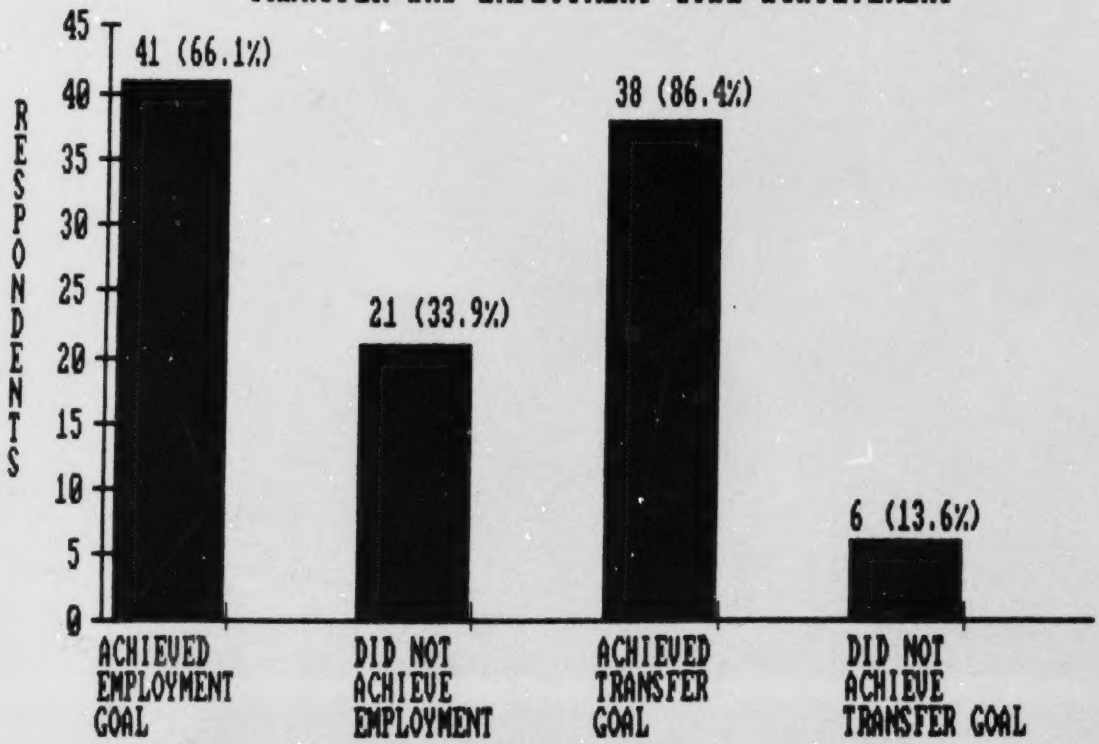
GOAL ACHIEVEMENT - ITEM C



WAS GOAL ACHIEVED?		
A YES	146	88%
B NO	20	12%
TOTAL	166	100%

CHART VIII

TRANSFER AND EMPLOYMENT GOAL ACHIEVEMENT



1982 GRADUATE FOLLOW-UP

TABLE XIII

GOAL ACHIEVEMENT
(Questionnaire Item C)

PROGRAM	Goal Achieved? Yes		No		Total Who Aswered Questions	
	N	%	N	%	N	%
Transfer	31	96.9	1	3.1	32	100.0
Occupational	95	84.9	17	15.1	112	100.0
General Studies	20	91.0	2	9.0	22	100.0
TOTAL	146	88.0	20	12.0	166	100.0

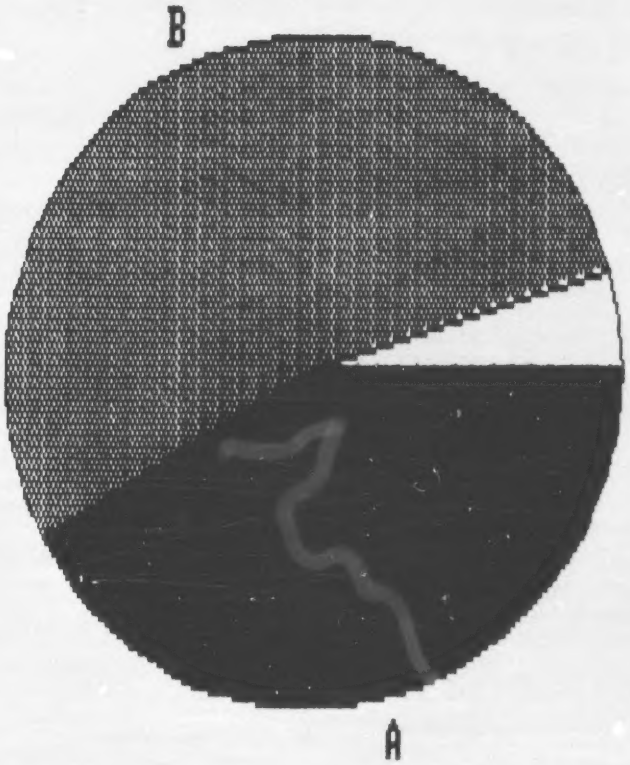
TABLE XIV

TRANSFER AND EMPLOYMENT GOAL ACHIEVEMENT

	Achieved Goal		Did Not Achieve Goal		Total	
	N	%	N	%	N	%
Respondents with employment goal and are employed full-time	41	66.1	21	33.9	62	100.0
Respondents with transfer goal and have transferred	38	86.4	6	13.6	44	100.0
TOTAL respondents with either transfer or employment as their goal	79	74.6	27	25.4	106	100.0

CHART IX

QUALITY OF CLASSROOM INSTRUCTION - ITEM D



A EXTREMELY SATISFIED	70	42%
B SATISFIED	89	53%
C UNSATISFIED	8	5%
TOTAL	167	100%

1982 GRADUATE FOLLOW-UP

TABLE XV

SATISFACTION WITH QUALITY OF CLASSROOM INSTRUCTION
(Questionnaire Item D)

PROGRAM	Extremely Satisfied		Satisfied		Unsatisfied		Total Who Answered	
	N	%	N	%	N	%	N	%
Transfer	18	56.2	14	43.8	0	0.0	32	100.0
Occupational	43	38.0	62	55.0	8	7.0	113	100.0
General Studies	9	41.0	13	59.0	0	0.0	22	100.0
TOTAL	70	42.0	89	53.2	8	4.8	167	100.0

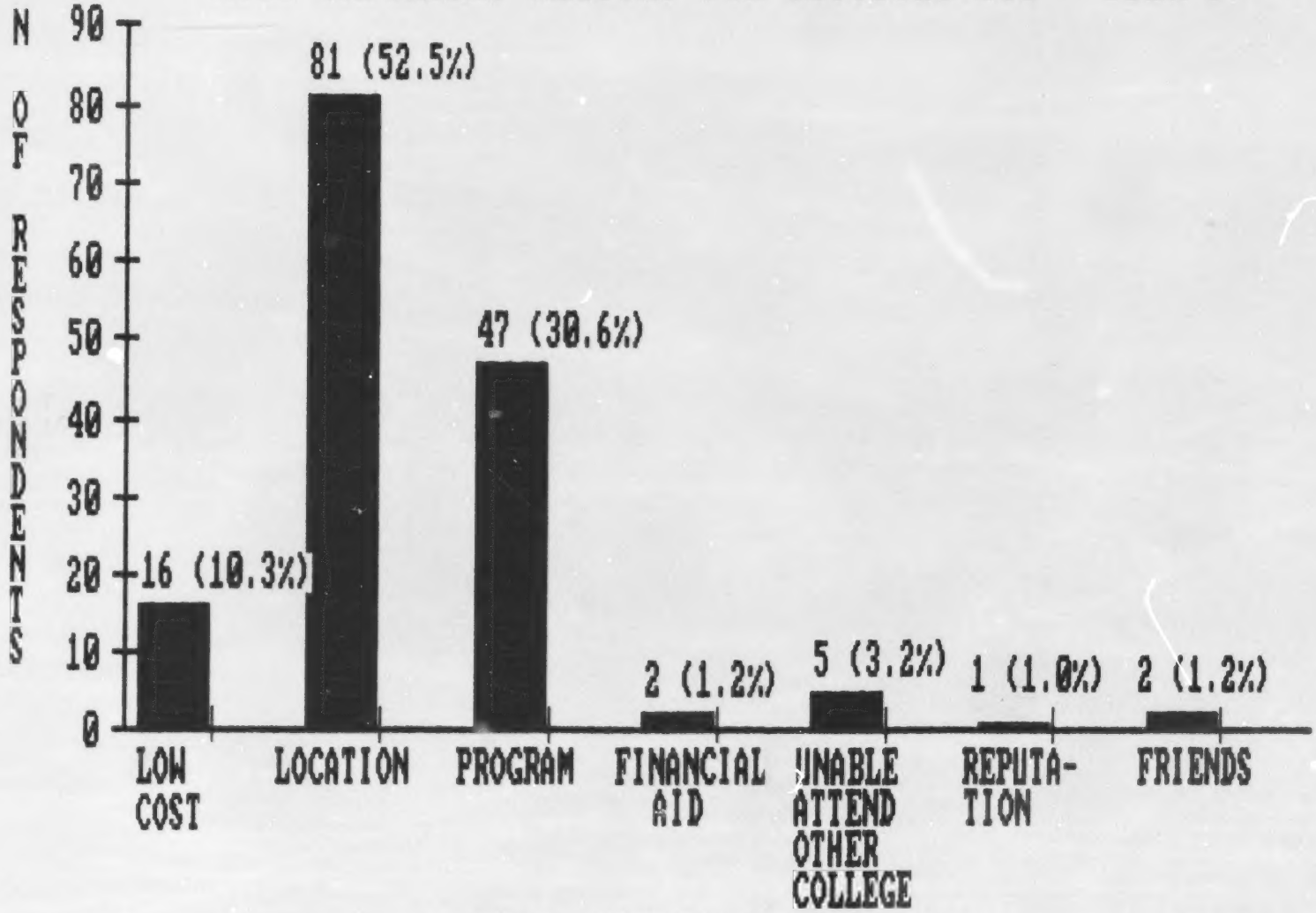
TABLE XVI

SATISFACTION WITH QUALITY OF COLLEGE
(Questionnaire Item E)

PROGRAM	Extremely Satisfied		Satisfied		Unsatisfied		Total Who Answered	
	N	%	N	%	N	%	N	%
Transfer	18	56.2	14	43.8	0	0.0	32	100.0
Occupational	49	43.8	61	54.4	2	1.8	112	100.0
General Studies	12	54.6	10	45.4	0	0.0	22	100.0
TOTAL	79	47.6	85	51.2	2	1.2	166	100.0

CHART X

MOST IMPORTANT REASONS FOR CHOOSING HCC - ITEM F



1982 GRADUATE FOLLOW-UP

TABLE XVII

MOST IMPORTANT REASON FOR CHOOSING COLLEGE
(Questionnaire Item F)

PROGRAM	Low Cost		Location		Program		Financial Aid		Unable to Attend Other College		Academic Reputation		Advice of Friends		Total Who Answered	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Transfer	7	24.1	15	51.9	5	17.2	1	3.4	1	3.4	0	0.0	0	0.0	29	100.0
Occupational	8	7.6	48	45.7	42	40.0	1	1.0	3	2.8	1	1.0	2	1.9	105	100.0
General Studies	1	5.0	18	90.0	0	0.0	0	0.0	1	5.0	0	0.0	0	0.0	20	100.0
TOTAL	16	10.3	81	52.5	47	30.6	2	1.2	5	3.2	1	1.0	2	1.2	154	100.0

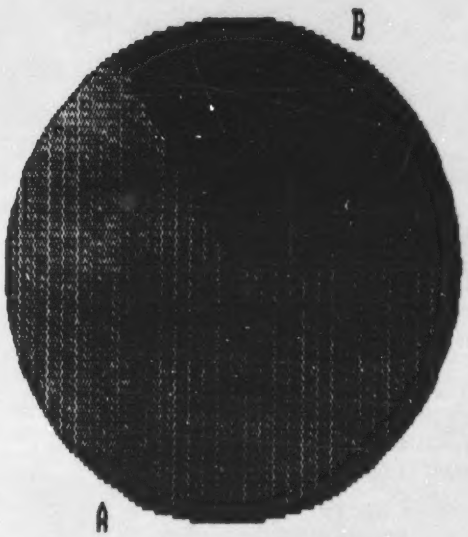
TABLE XVIII

EMPLOYMENT STATUS AFTER GRADUATION
(Questionnaire Item P)

PROGRAM	Full-Time		Part-Time		Total Who Answered	
	N	%	N	%	N	%
Transfer	9	45.0	11	55.0	20	100.0
Occupational	65	71.4	26	28.6	91	100.0
General Studies	5	62.5	3	37.5	8	100.0
TOTAL	79	66.3	40	33.7	119	100.0

CHART XI

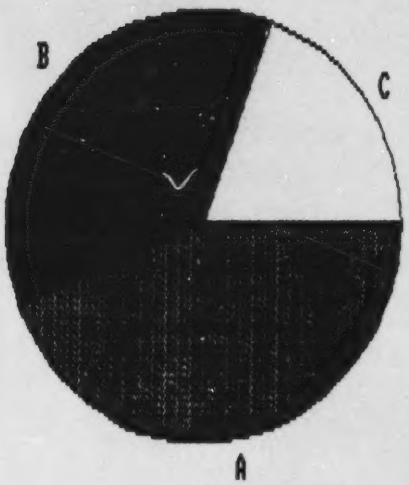
EMPLOYMENT STATUS OF GRADUATES



A EMPLOYED FULL-TIME 79 66%
B EMPLOYED PART-TIME 40 34%
TOTAL 119 100%

CHART XII

EMPLOYERS' RATING OF HCC VOCATIONAL TRAINING- ITEM C



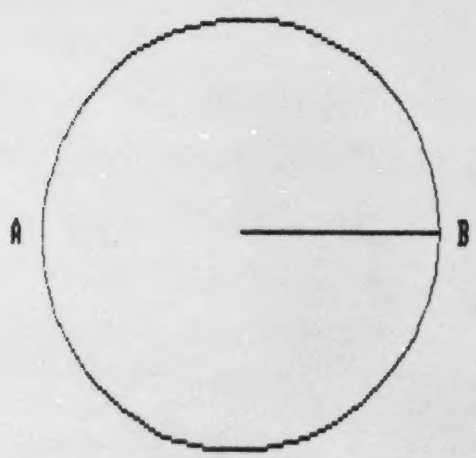
What is your overall rating of the vocational training received ...as it relates to the...job ?

A	VERY GOOD	18	44.0%
B	GOOD	15	36.5%
C	NEUTRAL	8	19.5%
D	POOR	0	0.0%
E	VERY POOR	0	0.0%

1982 EMPLOYER FOLLOW-UP

CHART XIII

RECOMMENDATION FOR HIRING - ITEM E *



Would you hire another HCC graduate....?

A	YES	41	100%
B	NO	0	0%

* Total employers responding to survey (41)

1982 EMPLOYER FOLLOW-UP

TABLE XIX

EMPLOYERS' RATING OF HCC VOCATIONAL TRAINING
(Employer Follow-Up Questionnaire Item C)*

	Very good		Good		Neutral		Poor		Very Poor	
	N	%	N	%	N	%	N	%	N	%
Overall Rating of Vocational Training	18	44.0	15	36.5	8	19.5	0	0.0	0	0.0

TABLE XX

EMPLOYERS' COMPARISON OF HCC PREPARED EMPLOYEES TO OTHERS
(Employer Follow-Up Questionnaire Item D)*

COMPARISON	N	%
No Basis for Comparison	15	36.6
Individual is Better Prepared	12	29.2
Both are About the Same	11	26.9
Individual is Less Prepared	3	7.3

TABLE XXI

RECOMMENDATION FOR HIRING
(Employer Follow-Up Questionnaire Item E)*

	Yes		No	
	N	%	N	%
Would you hire another HCC Graduate?	41	100.0	0	0.0

*Total of employers responding equals 41

TABLE XXII

WHEN PRESENT JOB BEGAN
(For Graduates Employed Full-Time)
(Questionnaire Item S)

PROGRAM	Before Attending HCC		While Attending HCC		After Attending HCC		Total Who Answered	
	N	%	N	%	N	%	N	%
Transfer	6	30.0	7	35.0	7	35.0	20	100.0
Occupational	13	13.9	24	25.9	56	60.2	93	100.0
General Studies	2	22.2	2	22.2	5	55.6	9	100.0
TOTAL	21	17.2	33	27.0	68	55.8	122	100.0

TABLE XXIII

RESPONDING GRADUATES BY OCCUPATIONAL CLASSIFICATION
(Employed Full-Time)

STANDARD OCCUPATIONAL CLASSES	Howard		Statewide	Peer Analysis
	N	%	%	%
Management	9	12.9	12.2	8.2
Computer, Math	1	1.4	3.6	1.7
Teachers, Counselors	1	1.4	0.3	0.3
Other Health, RET	1	1.4	0.1	0.3
Registered Nurses	23	32.9	12.9	21.8
Dieticians, Therapists, Pharmacists	0	0.0	0.1	0.0
Writer, Artists	1	1.4	0.7	0.3
Health Technicians	6	8.6	7.5	9.9
Engineering Technicians	4	5.7	6.9	3.8
Science Technicians	1	1.4	0.7	0.3
Other Technicians	2	2.9	7.5	3.4
Sales	1	1.4	4.5	7.2
Insurance, Real Estate	0	0.0	1.1	0.7
Supervisors, Clerical	0	0.0	2.5	2.4
Clerical	17	24.3	18.2	18.4
Computing and Office Equipment Operations	0	0.0	2.4	4.1
Protective Services	0	0.0	6.4	4.4
Services	0	0.0	4.2	2.7
Farm Operators, Managers	0	0.0	0.2	0.7
Forestry, Logging	0	0.0	0.1	0.3
Construction	1	1.4	0.8	0.7
Transportation	0	0.0	0.5	0.3
Mechanics, Repairers	1	1.4	0.5	1.4
Precision Production	0	0.0	0.6	1.0
Fabricators, Assemblers	0	0.0	1.0	0.3
Not Elsewhere Classified	1	1.4	3.5	4.1
Blank	9	-	-	-
TOTAL	79	100.0	100.0	100.0

TABLE XXIV

EMPLOYMENT LOCATION
(For Graduates Employed Full-Time)
(Questionnaire Item T)

PROGRAM	Same County		Other MD. County		Balto. City		Wash. D.C.		Other		Total Who Answered	
	N	%	N	%	N	%	N	%	N	%	N	%
Transfer	10	55.6	4	22.2	3	16.7	1	5.5	0	0.0	18	100.0
Occupational	35	37.2	25	26.6	19	20.2	8	8.6	7	7.4	94	100.0
General Studies	5	55.6	3	33.3	0	0.0	1	11.1	0	0.0	9	100.0
TOTAL	50	41.3	32	26.4	22	18.1	10	8.2	7	6.0	121	100.0

TABLE XXV

RELATIONSHIP BETWEEN CURRICULUM PROGRAM AND JOB
(For Graduates Employed Full-Time)
(Questionnaire Item U)

PROGRAM	Directly Related		Somewhat Related		Not Related		Total Who Answered	
	N	%	N	%	N	%	N	%
Transfer	6	30.0	6	30.0	8	40.0	20	100.0
Occupational	59	62.8	30	31.9	5	5.3	94	100.0
General Studies	0	0.0	2	22.2	7	77.8	9	100.0
TOTAL	65	52.9	38	30.9	20	16.2	123	100.0

TABLE XXVI

SATISFACTION WITH COLLEGE PREPARATION FOR EMPLOYMENT
(For Graduates Employed Full-Time)
(Questionnaire Item X)

PROGRAM	Extremely Satisfied		Satisfied		Unsatisfied		Total Who Answered	
	N	%	N	%	N	%	N	%
Transfer	4	22.2	12	66.7	2	11.1	18	100.0
Occupational	34	38.2	49	55.0	6	6.8	89	100.0
General Studies	1	16.7	5	83.3	0	0.0	6	100.0
TOTAL	39	34.6	66	58.4	8	7.0	113	100.0

TABLE XXVII

UNEMPLOYED GRADUATES
(Questionnaire Items Y and Z)

SEEKING A JOB?	N	%
Yes	12	30.8
No	27	69.2
TOTAL WHO ANSWERED	39	100.0
REASON UNABLE TO GET A JOB		
Salary Too Low	0	0.0
Too Few Openings	4	36.4
Need More Education	3	27.2
Changed Career Objectives	0	0.0
Haven't Looked Enough	4	36.4
Other	0	0.0
TOTAL WHO ANSWERED	11	100.0

RESPONDING TRANSFER GRADUATES

TABLE XXVIII

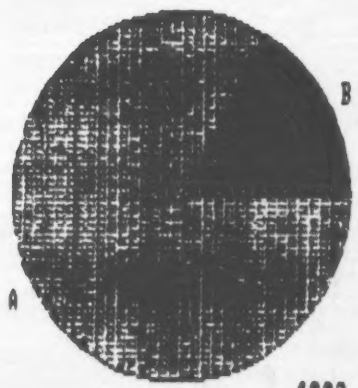
TRANSFER STUDENTS CONTINUING THEIR EDUCATION*
(Questionnaire Item A1 by Respondents Program)

PROGRAM	School		Not in School		Total Transfers	
	N	%	N	%	N	%
Transfer Programs						
Arts & Sciences	9	90.0	1	10.0	10	100.0
General Studies	17	77.2	5	22.8	22	100.0
Teacher Education	7	87.5	1	12.5	8	100.0
Business Admin.	10	83.3	2	16.7	12	100.0
Engineering	2	100.0	0	0.0	2	100.0
TOTAL TRANSFER GRADUATES	45	83.3	9	16.7	54	100.0

*Total survey respondents who graduated from transfer programs by Item A1 (current school status)

CHART XIV

TRANSFER STUDENTS CONTINUING THEIR EDUCATION - ITEM A1



A	IN SCHOOL	45	83.3%
B	NOT IN SCHOOL	9	16.7%
	TOTAL	54	100.0%

1982 GRADUATE FOLLOW-UP

TABLE XXIX

TYPE OF TRANSFER COLLEGE*
(Questionnaire Item J)

TRANSFER COLLEGE	N	%
Maryland Community College	2	3.0
Maryland Public State College	24	35.2
University of Maryland	31	45.6
Maryland Private 4-Year	6	9.0
Maryland Private 2-Year	0	0.0
Maryland Technical	1	1.4
Out-of-State 4-Year Public	3	4.4
Out-of-State 4 Year Private	1	1.4
TOTAL TRANSFERS	68	100.0

*This is based on the transfer college that Howard Community College graduates chose (from transfer and occupational programs).

TABLE XXX

ENROLLMENT STATUS OF TRANSFER STUDENTS
(Questionnaire Item K)

PROGRAM	ENROLLMENT STATUS Full-Time		Part-Time		Total	
	N	%	N	%	N	%
Arts & Sciences	8	88.9	1	11.1	9	100.0
General Studies	10	62.5	6	37.5	16	100.0
Teacher Education	6	100.0	0	0.0	6	100.0
Business Admin.	4	40.0	6	60.0	10	100.0
Engineering	2	100.0	0	0.0	2	100.0
TOTAL	30	69.8	13	30.2	43	100.0

TABLE XXXI

GPA OF TRANSFER STUDENTS
(Questionnaire Item L)

GPA	Less than 2.0		2.0 - 2.4		2.5 - 2.9		3.0 - 3.4		3.5 & over		No Grades Reported		Total Transfer Respondents	
PROGRAM	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Arts & Sciences	0	0.0	1	10.0	3	30.0	3	30.0	1	10.0	2	20.0	10	100.0
General Studies	0	0.0	0	0.0	2	9.0	6	27.2	5	22.8	9	41.0	22	100.0
Teacher Ed.	0	0.0	1	12.5	2	25.0	1	12.5	2	25.0	2	25.0	8	100.0
Business Admin.	0	0.0	0	0.0	3	25.0	0	0.0	5	41.7	4	33.3	12	100.0
Engineering	0	0.0	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0	2	100.0
TOTAL	0	0.0	3	5.5	10	18.5	10	18.5	14	26.0	17	31.5	54	100.0

TABLE XXXII

RELATIONSHIP BETWEEN CURRICULUM PROGRAM AND TRANSFER MAJOR
(Questionnaire Item M)

TRANSFER PROGRAMS	Directly Related		Somewhat Related		Not Related		Total	
	N	%	N	%	N	%	N	%
Arts & Sciences	5	62.5	3	37.5	0	0.0	8	100.0
General Studies	5	31.2	9	56.2	2	12.6	16	100.0
Teacher Education	2	40.0	3	60.0	0	0.0	5	100.0
Business Admin.	6	60.0	3	30.0	1	10.0	10	100.0
Engineering	2	100.0	0	0.0	0	0.0	2	100.0
TOTAL	20	48.7	18	44.0	3	7.3	41	100.0

TABLE XXXIII

SATISFACTION WITH PREPARATION FOR TRANSFER
(Questionnaire Item N)

TRANSFER PROGRAMS	HOW SATISFIED? Extremely Satisfied		Satisfied		Unsatisfied		Total	
	N	%	N	%	N	%	N	%
Arts & Sciences	3	33.3	5	55.6	1	11.1	9	100.0
General Studies	6	37.6	9	56.2	1	6.2	16	100.0
Teacher Education	2	33.3	4	66.7	0	0.0	6	100.0
Business Admin.	3	30.0	7	70.0	0	0.0	10	100.0
Engineering	0	0.0	2	100.0	0	0.0	2	100.0
TOTAL	14	32.6	27	62.8	2	4.6	43	100.0

TABLE XXXIV

CREDIT HOURS LOST IN TRANSFER*
(Questionnaire Item O)

PROGRAM	None		1 - 3		4 - 6		7 - 12		13 - 20		More than 21		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Arts & Sciences	5	62.5	1	12.5	2	25.0	0	0.0	0	0.0	0	0.0	8	100.0
General Studies	7	43.8	4	25.0	2	12.6	2	12.6	0	0.0	1	6.0	16	100.0
Teacher Education	3	50.0	0	0.0	1	16.7	1	16.7	1	16.6	0	0.0	6	100.0
Business Admin.	3	30.0	3	30.0	3	30.0	1	10.0	0	0.0	0	0.0	10	100.0
Engineering	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
TOTAL	19	45.2	9	21.4	8	19.0	4	9.8	1	2.3	1	2.3	42	100.0

*As we cannot distinguish what type of program the graduate transferred into, credit lost during transfer cannot be fully explained.

TABLE XXXV

COMPARISON OF HCC TRANSFER GPA
WITH OTHER MARYLAND COMMUNITY COLLEGES

GPA	HCC		All Maryland Community Colleges		Peer Group*	
	N	%	N	%	N	%
Below 2.0	0	0.0	149	9.6	8	2.0
2.0 - 2.4	4	6.7	216	13.9	34	8.6
2.5 - 2.9	18	30.0	368	23.7	91	23.0
3.0 - 3.4	14	23.3	476	30.6	144	36.5
Above 3.5	24	40.0	346	22.5	118	29.9
TOTAL	60	100.0	1555	100.0	395	100.0
Missing	8		230		51	
TOTAL TRANSFER	68		1785		446	
GPA ABOVE 2.5	56	93.3	1190	76.5	353	89.4

*Peer group includes Allegany, Charles County, Dundalk, Frederick, Hagerstown, Harford and Howard Community Colleges.

NOTE: The proportion of students with grades over 2.5 (93.3%) represents the proportion of those who reported any grades; those who didn't answer the question were not in the calculation.

This represents an improved grade point average over the 1980 and 1981 follow-up studies.

Appendix A

MARYLAND PUBLIC COMMUNITY COLLEGES GRADUATE FOLLOW-UP QUESTIONNAIRE

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve their programs. Please complete it promptly and return it in the envelope provided. This form should require less than 10 minutes to complete. All answers will be strictly confidential. Thank you for your assistance.

(Please make corrections if necessary.)

_____
(Name)

_____
(Address)

_____

ALL GRADUATES SHOULD COMPLETE PART I.

PART I.

A. Check the items that describe your current status. (check as many as apply)

37 [ ] In school
38 [ ] Employed
39 [ ] Not employed
40 [ ] Full-time home responsibility
41 [ ] In active military services
42 [ ] Other (specify) _____

B. Check the one statement which most closely corresponds to your primary reason for attending this community college. (check one)

[ ] 1. Exploration of new career or academic areas
[ ] 2. Preparation for immediate entry into a career
[ ] 3. Preparation for transfer to a four-year institution
43 [ ] 4. Update skills for a job currently held
[ ] 5. Interest and self-enrichment
[ ] 6. Other (specify) _____

C. Was your goal (indicated in Item B) achieved by the time you graduated from this community college? (check one)

44 [ ] 1. Yes
[ ] 2. No

D. How satisfied were you with the quality of classroom instruction in your program of study? (check one)

[ ] 1. Extremely satisfied
45 [ ] 2. Satisfied
[ ] 3. Unsatisfied

E. How satisfied were you with the overall quality of this community college? (check one)

[ ] 1. Extremely satisfied
46 [ ] 2. Satisfied
[ ] 3. Unsatisfied

F. What was the **most important** reason you chose this community college? (check one)

[ ] 1. Low cost
[ ] 2. Convenient location
[ ] 3. Program I wanted was offered
47 [ ] 4. Financial aid was available
[ ] 5. Unwilling or unable to attend another college
[ ] 6. College's good academic reputation
[ ] 7. Advice of friends
[ ] 8. Advice of high school counselor

G. What year did you first start attending this community college?

48 49 19

H. Did you attend this community college primarily on a part-time or full-time basis?

50 [ ] 1. Part-time (11 credits or less per term)
[ ] 2. Full-time (12 credits or more per term)

I. Check the item that describes your status immediately before you first began attending this community college. (Check one)

[ ] 1. Was in a dead-end job and needed training to move ahead
[ ] 2. Was in a job that was likely to be eliminated
51 [ ] 3. Was laid off and needed to train for another occupation
[ ] 4. Other, Please specify_____

IF YOU ARE IN SCHOOL, COMPLETE PART 2; OTHERWISE, GO TO PART 3.

PART 2.

J. What type of school are you currently attending? (check one)

[ ] 1. Another Maryland public community college
[ ] 2. A public State college in Maryland — *Enter name of school here:*
[ ] 3. The University of Maryland
[ ] 4. Maryland private four-year college or university _____
52 [ ] 5. A private two-year Maryland college _____
[ ] 6. Maryland technical or commercial school
[ ] 7. Out-of-state four-year public college or university
[ ] 8. Out-of-state four-year private college or university
[ ] 9. Other out-of-state college or university

K. What is your enrollment status in the school indicated above?

53 [ ] 1. Part-time
[ ] 2. Full-time

L. Indicate your overall grade point average for credits earned at the transfer school (based on a 4-point scale).

[ ] 1. Less than 2.0
[ ] 2. 2.0-2.4
[ ] 3. 2.5-2.9
54 [ ] 4. 3.0-3.4
[ ] 5. 3.5 and over
[ ] 6. Have not yet completed a full semester

M. To what extent was your curriculum program at this community college related to your major at the transfer school?

[ ] 1. Directly related
55 [ ] 2. Somewhat related
[ ] 3. Not related

N. How satisfied were you with your preparation for transfer?

[ ] 1. Extremely satisfied
56 [ ] 2. Satisfied
[ ] 3. Unsatisfied

O. How many credit hours earned at this community college were not accepted at the transfer school?

[ ] 1. All credit hours accepted
[ ] 2. Lost 1-3 credit hours
[ ] 3. Lost 4-6 credit hours
57 [ ] 4. Lost 7-12 credit hours
[ ] 5. Lost 13-20 credit hours
[ ] 6. Lost more than 21 credit hours

IF YOU ARE EMPLOYED, COMPLETE PART 3; OTHERWISE, GO TO PART 4.

PART 3.

P. Your current employment status.

58 [ ] 1. Employed part-time
[ ] 2. Employed full-time

Q. What is the title of your current position?

_____

Employer's name and address:

59-61 S O C

_____

_____

_____

R. Will you give the college permission to contact your employer for the purpose of evaluating your community college program?

[ ] 1. Yes
[ ] 2. No

62 Supervisor's name: _____

Supervisor's title: _____

S. When did you begin your present job? (check one)

[ ] 1. Before attending this community college
63 [ ] 2. While attending this community college
[ ] 3. After graduating from this community college

T. Geographic location in which you are presently employed. (check one)

[ ] 1. Same county/city as this community college
[ ] 2. Other county in Maryland
[ ] 3. Baltimore City
[ ] 4. Washington, D.C.
64 [ ] 5. Delaware
[ ] 6. Pennsylvania
[ ] 7. Virginia
[ ] 8. West Virginia
[ ] 9. Other state

U. Relationship between your program at this community college and your job. (check one)

[ ] 1. Program directly related to job
65 [ ] 2. Program somewhat related to job
[ ] 3. Program not at all related to job

V. If your job is **not** related to your program of study, check the major reason below (check one)

[ ] 1. Could **not** find job in field of preparation
[ ] 2. Better pay in field in which employed
[ ] **3 Better opportunity** for advancement in field in which employed
66 [ ] **4 Did not want to work in the** field of preparation
[ ] **5 Program** of study at this college was not career-oriented
[ ] 6. **Other** (please explain) _____

67-70 W. If you are employed *full-time*, what is your current salary (without overtime and before deductions)?

$_____ per (check one)

71
[ ] 1. Hour
[ ] 2. Week
[ ] 3. Month

X. How satisfied are you with your community college preparation for employment? (check one)

72
[ ] 1. Extremely satisfied
[ ] 2. Satisfied
[ ] 3. Unsatisfied

IF YOU ARE NOT EMPLOYED, COMPLETE PART 4.

PART 4.

Y. Please check one.

73
[ ] 1. I am seeking a job
[ ] 2. I am not seeking a job

Z. If you are seeking a job, please check the **major** reason you have been unable to secure employment. (check one)

74
[ ] 1. Salary too low in the field for which I was prepared at the community college
[ ] 2. There are few openings in the field for which I was prepared
[ ] 3. I need more education to qualify for the job I want
[ ] 4. I have changed my career objective since graduating
[ ] 5. I have not looked hard enough

What changes could be made to your community college program to improve a graduate's employment and/or transfer performance?

_____

_____

_____

Thank you for completing this questionnaire. Please return it in the enclosed prepaid envelope.

Appendix B

MARYLAND COMMUNITY COLLEGES
EMPLOYER QUESTIONNAIRE

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve their programs. Please return it in the envelope provided. Thank you for your assistance.

Name of Graduate

Graduate's Job Title

A. For the job held by the community college graduate you supervise, is a two-year associate degree required? (check one)

14
- ☐ 1. Yes, at least an associate degree is required
- ☐ 2. No, but preference is given to holders of an associate degree
- ☐ 3. No, and no preference is given

B. Based on your own experience of supervising a community college graduate, please indicate how adequately you feel the college prepared him/her in each of the areas listed below. (check appropriate response)

	More Than Adequate 1	Adequate 2	Inadequate 3	Not Observed or Not Applicable 4
15 Performance of job skills from beginning of employment	☐	☐	☐	☐
16 Familiarity with any test or laboratory equipment required by this job from the beginning of employment	☐	☐	☐	☐
17 Ability to learn new techniques on the job	☐	☐	☐	☐
18 Ability to communicate with superiors	☐	☐	☐	☐
19 Ability to work well with other workers	☐	☐	☐	☐

(over)

ITEMS BELOW FOR COLLEGE USE ONLY

College Code (1 2 3 4) Program Number (5 6 7 8 9 10) (11) C A (12) B I A H W F (13) M F

C. Please rate the vocational training received by the individual in the following areas: (check appropriate response)

		Very Good 5	Good 4	Neutral 3	Poor 2	Very Poor 1
20	Technical knowledge	☐	☐	☐	☐	☐
21	Work attitude	☐	☐	☐	☐	☐
22	Work quality	☐	☐	☐	☐	☐
23	What is your overall rating of the vocational training received by this individual as it relates to the requirements of his/her job?	☐	☐	☐	☐	☐

D. As a result of this person's vocational training, how would you rate his/her preparation in relation to other employees in his/her work group who did not receive such training? (check one)

24
- ☐ 0. No basis for comparison
- ☐ 1. Individual is better prepared
- ☐ 2. Both are about the same
- ☐ 3. Individual is less prepared

E. In general, would you employ another graduate from this community college who has a degree or certificate in the same area as your current employee?

25
- ☐ 1. Yes
- ☐ 2. No Why? _____

F. Please specify any additional skills or areas of knowledge that you feel an Associate in Arts or Certificate graduate you employ should have.

_____

_____

_____

G. Please feel free to add any additional comments.

_____

_____

_____

H. If further evaluation of college programs is needed, would you be willing to share your expertise and be contacted by our faculty?

26
- ☐ Yes ☐ No

Supervisor completing this questionnaire:

Name: _____

Title: _____

Company/Organization: _____

City/State/Zip Code: _____

APPENDIX C

SELECTED COMMENTS BY HCC GRADUATES

Miscellaneous comments by the graduates of 1982 on changes that could be made at Howard Community College to improve graduates' employment and/or transfer performance:

TRANSFER

Arts and Sciences

More specialized skill classes (computer science, etc.)

Especially in computer science, more computer courses.

Open the library on Sundays.

None! Keep up the good work!

None. It was very helpful to have transfer counselors from other colleges to attend HCC because after talking to them I was able to tailor my schedule for transfer.

Engineering

More qualified engineering instructors.

Some physics lab equipment could be better.

General Studies

I felt I was properly and adequately prepared to perform well at another University by attending Howard Community College.

More academic advisement.

The close-knit feeling of a small school (much like being in high school) and the security and small classes made me totally unprepared for what was ahead for me at UM.

For transfer to a four-year college or university, HCC provided all general university requirements.

Harder workload to prepare for the amount of work required at four-year school. Certain teachers should be supervised more closely.

Was not in a job-related program. Was well prepared for transfer.

More writing exposure in all classes.

Add a few higher level courses - although the math program is good - it's still hard to transfer math credits from a community college.

Teacher Education

Offer more 200 level courses.

Provide knowledgeable and better qualified counselors.

I wish (but don't necessarily suggest) that the science courses had been more difficult. The instructors were excellent and the material was adequate, but not as challenging as what I am doing now.

Business Administration

Academically, HCC was very good. Teachers were professional and personable. Administratively, the school rates as a failure. My diploma was made incorrectly three times.

It has come to my attention that there are some two-year colleges on the west coast that offer a two-year degree in postal supervision (might be an interesting consideration for the Baltimore/Washington area).

Your business administration calls for more math than is required for transfer.

Coordination between HCC and transfer college of credit transfer, not if the credit will transfer but if the course will be accepted. I personally had many problems in this area.

Counseling as to transferability of credits to other colleges -- I was careful to check the college(s) I was transferring to -- some students are unaware that AA degrees in certain fields don't lead to full transfer of credits to four-year degree programs, i.e., Accounting AA versus Business Administration AA.

I completed last semester a biology 100 level course (without lab) at UMBC, a four-credit course. The course covered was equivalent to 2 to 3 BY 100 courses at HCC. The entire book, Biology by Helena Curtis was used. The level of testing was very difficult. It seemed like the tests were out to get the student!!! Not sure HCC could prepare a transfer student to come to grips with so much information in one course.

OCCUPATIONAL

Accounting

When I attended HCC I majored in Accounting. When I transferred to the University of Baltimore, still majoring in accounting, none of my accounting courses transferred as such. They transferred as electives. I think that the counselors at HCC should warn students who plan to transfer to another college that some of those classes will not transfer.

For transfer purposes advise the need to complete the lower division core courses.

Make more courses meet the requirements of the four-year colleges. Classes at HCC seem to be easy as compared to University.

More intense accounting program. More emphasis on analysis.

Biomedical Engineering

Two semesters of troubleshooting and one less semester of health care.

Business Management

None. Howard Community College reflects the needs and demands of business/society.

Nothing besides offering more evening hour visits from other four-year institutions.

More counseling for students on all the paperwork needed to complete their college education (transfers).

To try to give the graduate more experience. Maybe offer course where they go out and work in that field.

I now would like to have had the ability to transfer credits for Business Management courses to pursue a four-year degree.

Data Processing

By having jobs more related to curriculum for field experience (DP) and a good job placement service after graduation.

Students in the Data Processing Program need some field experience in programming, not just computer operations. Finding a job as a programmer without any experience is almost impossible.

Students in the DP field should be urged to decide ahead of graduation where they would like to work and get any kind of position there possible in the DP area (also doing their field related experience at same place). It seems necessary to get more experience than is provided from the work study courses offered at school.

Nursing

I could write pages on this! Basically we needed far more clinical experience in the nursing program to make a decent transition to working in the hospital. The nurses I work with are shocked at my lack of clinical experience especially in the area of surgery (pre-op teaching and post-op care). I was the only nurse in my orientation group who had an extended orientation because of this.

More time on the clinical unit, with less pressure and less stress - to increase confidence and allow students to learn without unnecessary anxiety and pressure.

Reduce the stress inflicted by staff. The program is difficult in itself.

The student nurses need more clinical experience and should spend less time on writing papers and more time on learning hospital routines.

More nursing clinical experiences.

I cannot think of any changes. I was pleased with the program.

Need more interface with instructors - less "self-taught" time.

The nursing program I completed needs more structure, organization, consistency and less stress. For the sake of future nursing students' central nervous systems, please do something.

I was very satisfied with the program and felt more than adequately prepared to enter the field.

More clinical experience.

More need for team leading. More IVF experience. More patient load experience (three patients is not reality in fourth semester). Pass meds for team.

Eliminate the integrated science course because it doesn't transfer and you have to end up taking all the other science courses anyway if you transfer.

Better clinical experiences. More lectures plus independent learning. Opportunities to do team leading and care for more than three patients; and care for sicker patients. Reality shock for me was unbearable. I worked medical oncology for six weeks and had to move right into my specialty area. I felt very unprepared for general nursing.

Nursing program needs to be more organized and consistent. The clinical evaluation aspect of the program should be eliminated as it is unfair.

More involved, challenging clinical assignments. More classroom lectures and more accessibility to instructors.

More diverse and more time in actual clinical settings.

Secretarial Science

I was extremely dissatisfied with the "self-study" first level (algebra) math class I attended at HCC. I would have preferred a "classroom" atmosphere with students segregated as to their level of previous exposure to this subject.

I would like to complete my bachelors in nursing here at HCC - just love it and its rationale. Academically it is superior and so convenient. Teachers are great and helpful.

Notification by college to employer stating degree conferred and rank in class (with honors, etc.) with the hope that when opportunities arise for advancement the degree candidate be given preference, if opening occurs in area of employment or otherwise.

I was satisfied with my experience at HCC. The secretarial program is very good and the business area as well. I have nothing else or another school to compare this with, therefore, I cannot give a fair comparison, only that I was very satisfied with my experience at HCC.

I would suggest having "field work" in the word processing program. This would give students an outlook/EXPERIENCE!

Vision Care

Totally satisfied with program. Instructor helped each student who wanted to find a job after graduation.

Carpentry

Give me my certificate in Basic Carpentry which I never received and earned a 4.0 grade. Also, publicize the carpentry program more, it is the only one in the state that I know of. You offer courses that are needed.

Keep the home remodeling courses going instead of constantly canceling them at the last minute.

Electronic Technology

Do not go in-depth on so much theory, stick to the basics and add a part course on television and computer monitor operation.

More calculus and transferable courses.

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Research Publications

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